

# Velkommen til Workshopp Gender in Science – from knowledge to action

- en præsentation af redskaber til det praktiske ligestillingsarbejde i Akademia udviklet af FESTA-projektet

Onsdag d. 11. Januar 2017

Liv Baisner og Eva Sophia Myers

## Program:

- Kort om FESTA – tilgang, udkomme og impact
- Eksempler på redskaber udviklet af FESTA:
  - Rekruttering
  - Strategisk karriereudvikling for yngre forskere
  - Phd-vejledning
  - Mødedynamik
- Plenum



# Der var engang, hvor der ikke var nogen kønsproblematik i science....



# - Stof til eftertanke

- Nobelprisen:
  - Fysik: 2K/110
  - Kemi: 4K/108
  - Medicin: 12K/107
- Fields: 1K/56
- Abel: 0K/16



# FESTA-projektet

- EU FP7 projekt under programmet Science in Society: *Implementing structural change in research organisations / universities*
- 5 år: Februar 2012-2017
- Bevilget til hele projektet:           kr. 19.269.398                           (€ 2.569.253)  
(samlet budget:                           kr. 27.527.712                           (€ 3.670.362))
- **SDU-bevilling i alt**                           **kr. 2.641.245**                           **(€ 354.530)**  
(samlet SDU total                           kr. 3.773.207                           (€ 506.471))

# FESTA-projektet

- FESTA-team SDU: leder af 4 WP, deltager i 6
- Tilknyttet Det Naturvidenskabelige Fakultet, SDU – praktikere, administratorer og ledere
- Medlemmer: Eva Sophia Myers, Liv Baisner, Gitte Toftgaard Jørgensen, vikarer for GTJ: Martin Svensson og Birgitte Svennevig
- De andre partnere var overvejende gender eksperter og tilknyttet universitetets / institutionens ledelsesstab (HR-funktioner)

# Projektpartnere

- Uppsala Universitet, Sverige (koordinator Minna Salminen-Karlsson)
- SDU, Danmark
- RWTH, Aachen, Tyskland
- University of Limerick, Ireland
- Bruno Kessler Foundation, Trento, Italien
- South Western University, SWU, Bulgarien
- Istanbul Teknik Universitesi, ITU, Tyrkiet

	UU	SDU	RWTH	UL	FBK	SWU	ITU
<b>NATIONALT</b> Kvinders andel af tid brugt på ulønnet arbejde	57%	57%	62%	70%	75%	-	76%
<b>UNIVERSITETER</b> Andel af kvinder Grade A	24%	19%	17%	28%	21%	32%	31%
Andel af forskningsinstitutioner med en gender equality plan	79%	16%	81%	38%	25%	24%	6%
<b>ORGANISATION</b> Andel af kvindelige professorer i STEM	16%	11%	10%	29%	0%	25%	35%
Andel af kvindelige phd i STEM	35%	44%		42%	23%	43%	42%
Andel af kvinder i øverste styrende organ	53%	33%	50%	17%	22%	32%	30%
Gender equality board	Ja	Ja	Ja	Nej	Nej	Nej	Nej
Gender equality officer	Ja	Nej	Ja	Nej	Nej	Nej	Nej
Gender equality plan	Ja	Ja	Ja	Ja	Nej	Nej	Nej



# FESTAs tilgang: implementering

- Fokus-skifte fra 'changing(=fixing) the women' til 'changing the organizational environment'
- Fokus rettet mod:
  - Organisation, kultur og mikropolitik i forskernes daglige arbejdsrammer
  - yngre forskere vilkår, rammer og muligheder for at udvikle sig

# FESTA arbejdspakker

- Raising awareness
  - Individual \*
  - Organizational \*\*
- Decision Making and Communication processes
  - Formal
  - Informal
- Excellence and gender
  - In hiring processes
  - In researchers daily working environment
- Interactional patterns
  - Meeting culture \*\*
  - PhD-student - supervisor relation \*\*
- Handling resistance

# FESTA Deliverables and other output

## Raising awareness

- Individual
- Organizational
- SCM & Material for 9 career training modules
- Towards raising organizational awareness
- SDU statistical report 2010-12

## Decision making and communication processes

- Formal
- Informal
- Gendering organization change report
- Methodologies and measures for analysing idm & cp

## Excellence and gender

- In hiring processes
- In researchers daily working environment
- Handbook recruitment criteria and processes
- Working with excellence and gender in local context
- Mapping excellence and gender in working environment

# FESTA Deliverables and other output

## Interactional patterns

- Meeting culture
- Guide to gender-sensitive meetings
- PhD-student/supervisor
- Webtool: Gender sensitive PhD-supervision

## Handling resistance

- Webtool: Handling resistance

## Summary of findings and recommendations

- The FESTA Handbook of organizational change

Articles, reports, conference presentations, popular dissemination:

[www.festa.eu](http://www.festa.eu)

# FESTA impact

- SDU/NAT:
  - Ændrede opslag og udvalgssammensætning i 2014 – væsentligt flere ansættelser med større konkurrence, andelen af ansatte kvinder i VIP-stillinger er steget

## Ansøgningsmønstre VIP (adjunkt, lektor og professor) på NAT, SDU

	Antal opslåede stillinger	kun een ansøger		kun een KVALIFICERET ansøger		kun mandlige ansøgere		kun kvindelige ansøgere		mand ansættes		kvinde ansættes	
		n	%	n	%	n	%	n	%	n	%	n	%
2010	9	1	11%	2	22%	1	11%	0	0%	6	67%	3	33%
2011	12	5	42%	6	50%	10	83%	0	0%	11	92%	1	8%
2012	25	8	32%	13	52%	11	44%	2	8%	21	84%	4	16%
<b>2010-2012</b>	<b>46</b>	<b>14</b>	<b>30%</b>	<b>21</b>	<b>46%</b>	<b>22</b>	<b>48%</b>	<b>2</b>	<b>4%</b>	<b>38</b>	<b>83%</b>	<b>8</b>	<b>17%</b>
2013	15	5	26%	10	53%	10	53%	1	5%	17	89%	2	11%
2014	14	2	14%	3	21%	2	14%	1	7%	9	64%	5	36%
2015	13	4	31%	5	38%	1	8%	3	23%	5	38%	8	62%
<b>2013-2015</b>	<b>46</b>	<b>11</b>	<b>24%</b>	<b>18</b>	<b>39%</b>	<b>13</b>	<b>28%</b>	<b>5</b>	<b>11%</b>	<b>31</b>	<b>67%</b>	<b>15</b>	<b>33%</b>

Indførelse af brede opslag på NAT

Nationalt 2011-2013	Adjunkt	Lektor	Professor
Stillinger med kun 1 kvalificeret ansøger	38%	31%	56%

# FESTA impact

- SDU/NAT:
  - Ændrede opslag og udvalgssammensætning i 2014 – væsentligt flere ansættelser med større konkurrence, andelen af ansatte kvinder i VIP-stillinger er steget
  - Formulering af SDU's første fakultære ligestillingsstrategi
  - Årlig Gender status og action plan for NAT
  - Gender accepteret som dagsordenspunkt ift rekruttering, yngre forskeres karriere og vejledning heraf, samt i funding
  - Mødeledelse og mødekultur
  - Raised awareness generelt

# FESTA impact

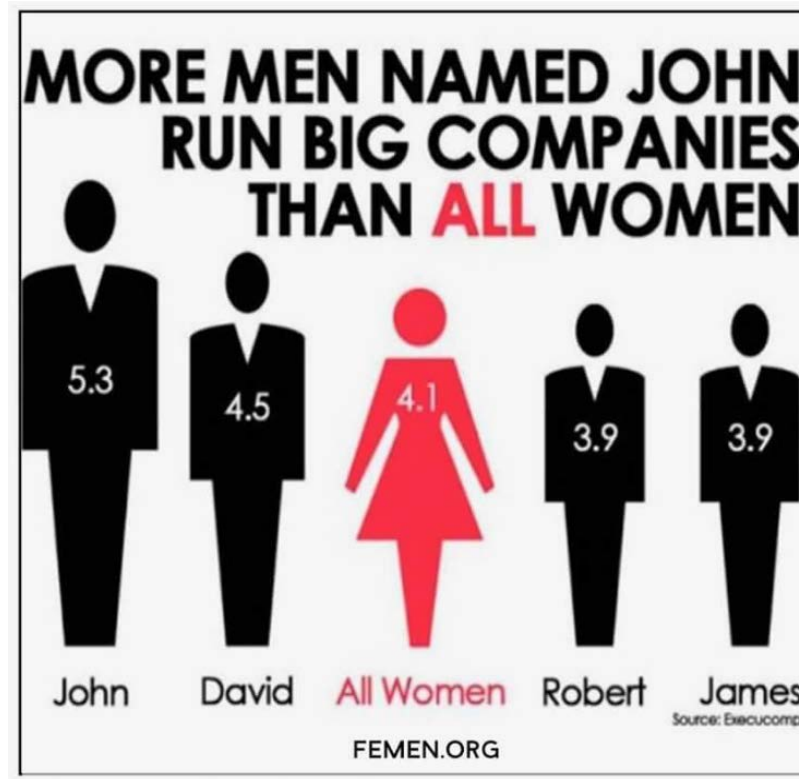
- SDU
  - FESTA første forsøg på systematisk og samlet at monitorere gender på SDU
  - Plan om udvikling af gender data – inspireret af FESTA's dataindsamling
  - FESTA's tilgang og udkomme i forhold til gender awareness, unconscious bias, karrieretræning af yngre forskere, phd-vejlederrollen, og mødeledelse er integreret og udviklet videre i HR-udviklings kompetenceudviklingstilbud
  - FESTA's metodiske tilgang, hvor interviews af centrale aktører danner basis for formulering af handlinger, anbefalinger og strategier, er integreret i udviklingen af flere SDU's strategiske projekter



# FESTA impact

- Nationalt og internationalt
  - Nævnt i Undervisningsministeriets Task force for flere kvinder i forsknings anbefalinger, 2014
  - PhD-supervisor toolkit er optaget i EIGEs GEAR-toolbox
  - I Irland er de tre største funding agencies *Science Foundation Ireland, the Irish Research Council and the Health Research Board* gået sammen for at opstille som kriterium, at universiteter fra ultimo 2019 har Athena SWAN gender equality akkreditering for at kvalificere til modtage forskningsbevillinger. Dette sker på baggrund af initiativ af tre EU FP7-støttede ligestillingsprojekter, *FESTA, Genovate og Integer*

Men...



... vi er langt fra i mål

# Nærmere indblik i FESTA's bud på

- Recruitment
- Strategisk karriereudvikling for yngre forskere
- Phd-vejlederes webtool
- Mødedynamik





# Gender-sensitive recruitment – redskaber og overvejelser fra FESTA-projektet



# Excellence og Gender i rekruttering

- Afdække sammenhænge mellem begrebet 'excellence' i akademia og unconscious bias i rekrutteringsprocesser - hvilke konsekvenser det har for ligestilling i Akademia
- Ud fra tanken: Hvis noget skal ændres grundlæggende, er det ikke nok at sørge for at bedømmelsesudvalg og andre beslutningstagere er nominelt kønsbalanceret repræsenteret
  - unconscious bias og stereotyper er ens for os alle

- Unconscious bias er, netop, ubevidst og kortslutter ofte det, vi ved, vedkender os, tror på, mener...
- ‘Noone is to blame  
– yet *everyone* is responsible for solutions’

# Et par definitioner er måske brugbare

## Bias:

- *Inclination or prejudice for or against one person or group, especially in a way considered to be unfair*

*(oxford dictionaries)*

## Gender bias:

- *different perceptions and valuations of men and women and/or different actions related to gender. The bias can be conscious and unconscious.*

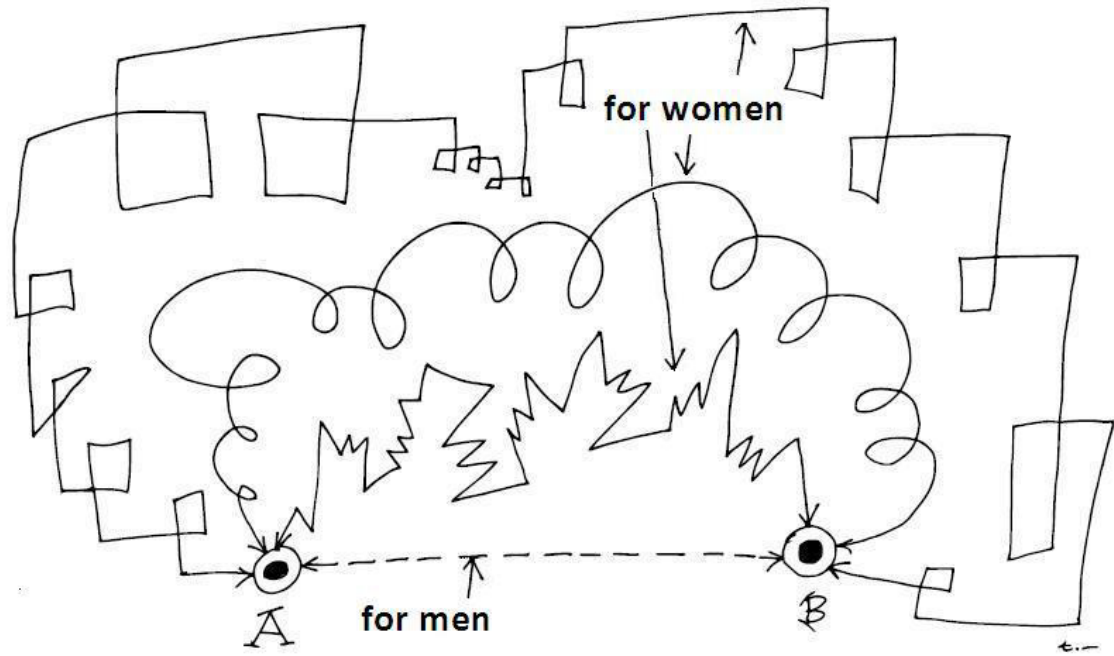
*European Commission "gender equality glossary", accessed 15<sup>th</sup> July 2015*

## Stereotype threat:

- *being at risk of confirming, as self-characteristic, a negative stereotype about one's group*

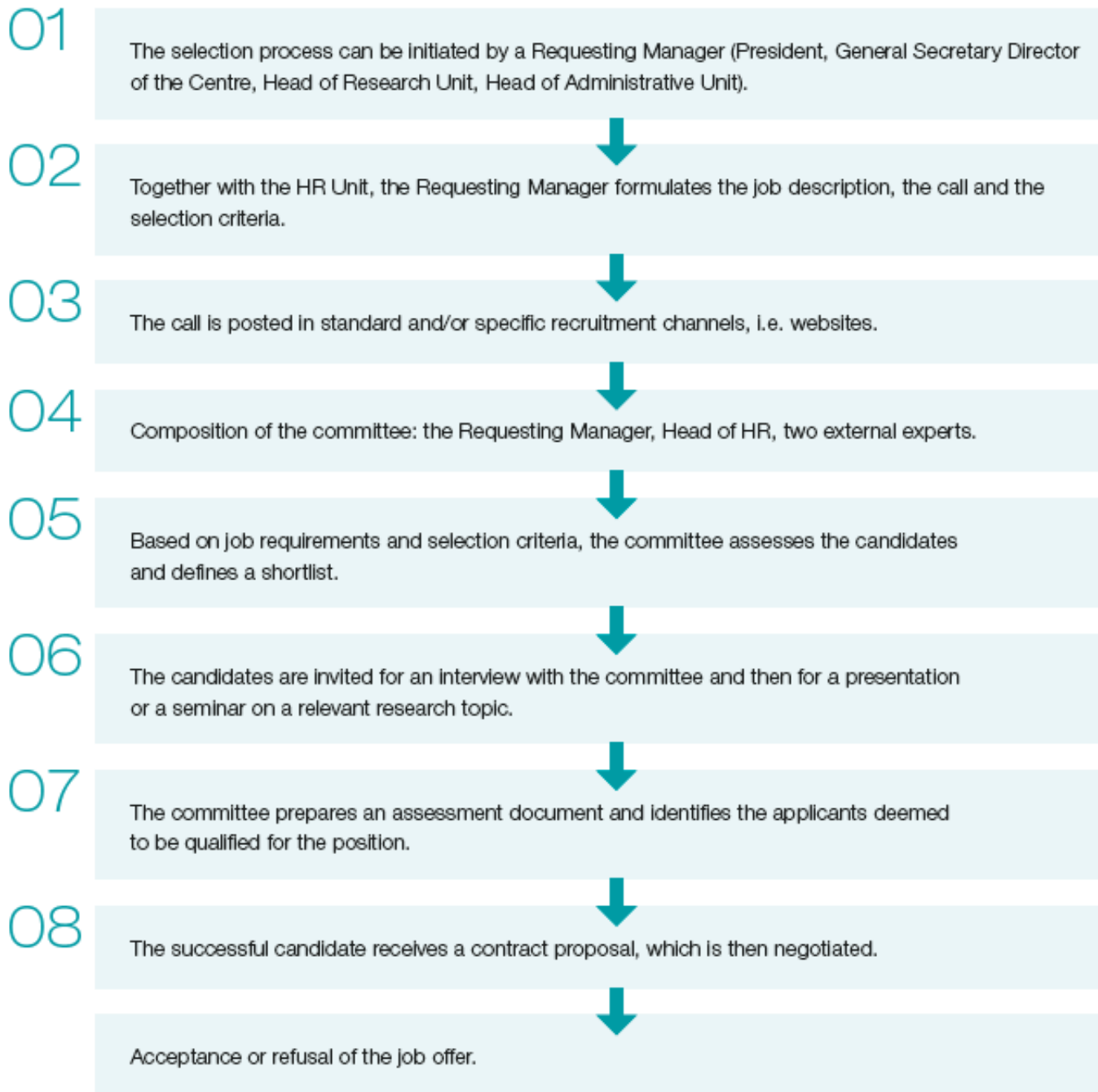
*Steele & Aronson, 1995*





# FESTAs excellence and gender WP

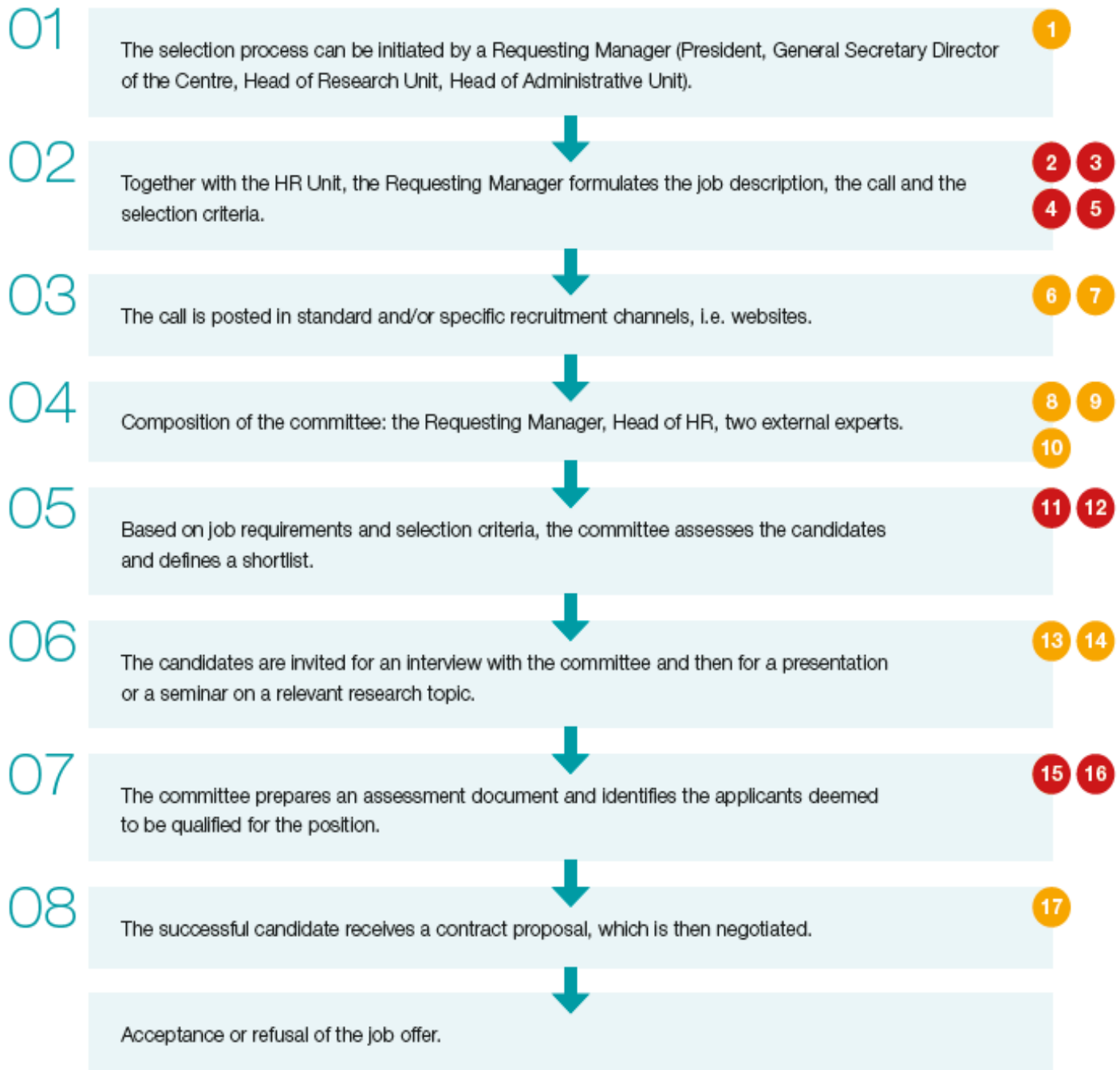
- Fem deltagende partnere: Italien, Tyrkiet, Irland, Tyskland, Bulgarien
- Kortlægning af de fem institutioners procedurer, både formelle og uformelle aspekter baseret på interviews af medlemmer af bedømmelses-/ansættelsesudvalg og ansøgere – i alt ca 80 interviewees
- Præsentation af anbefalinger i de fem institutioner



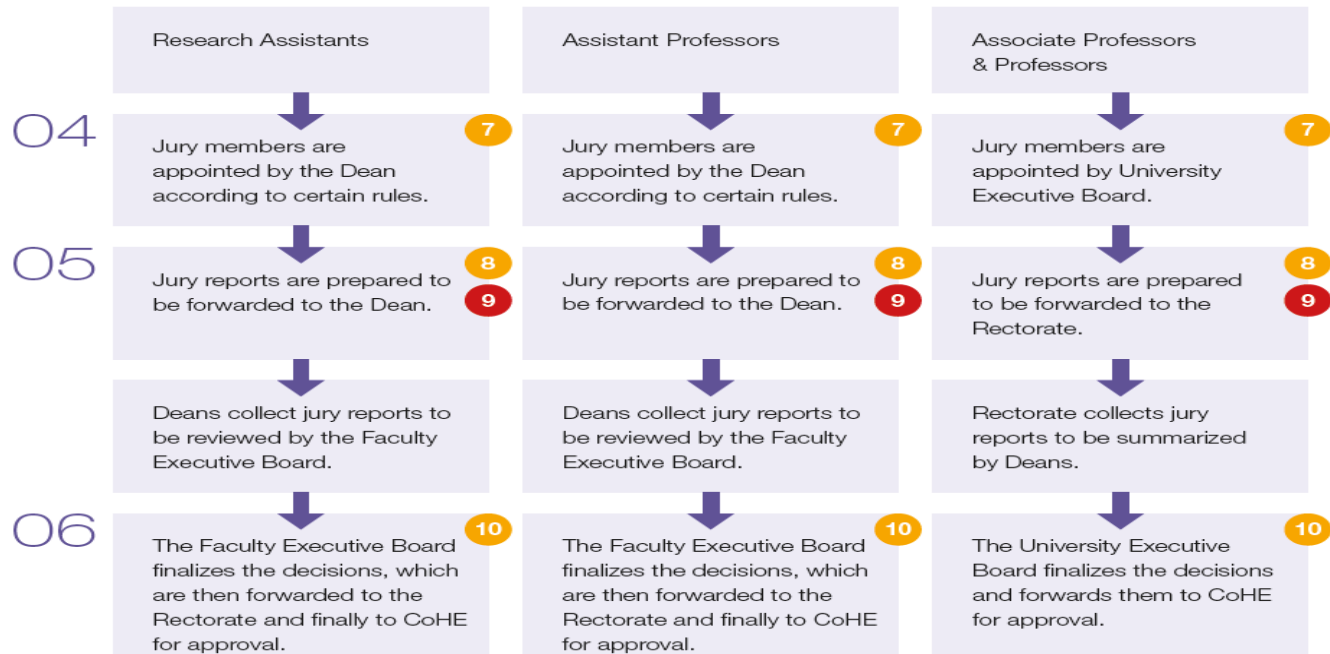
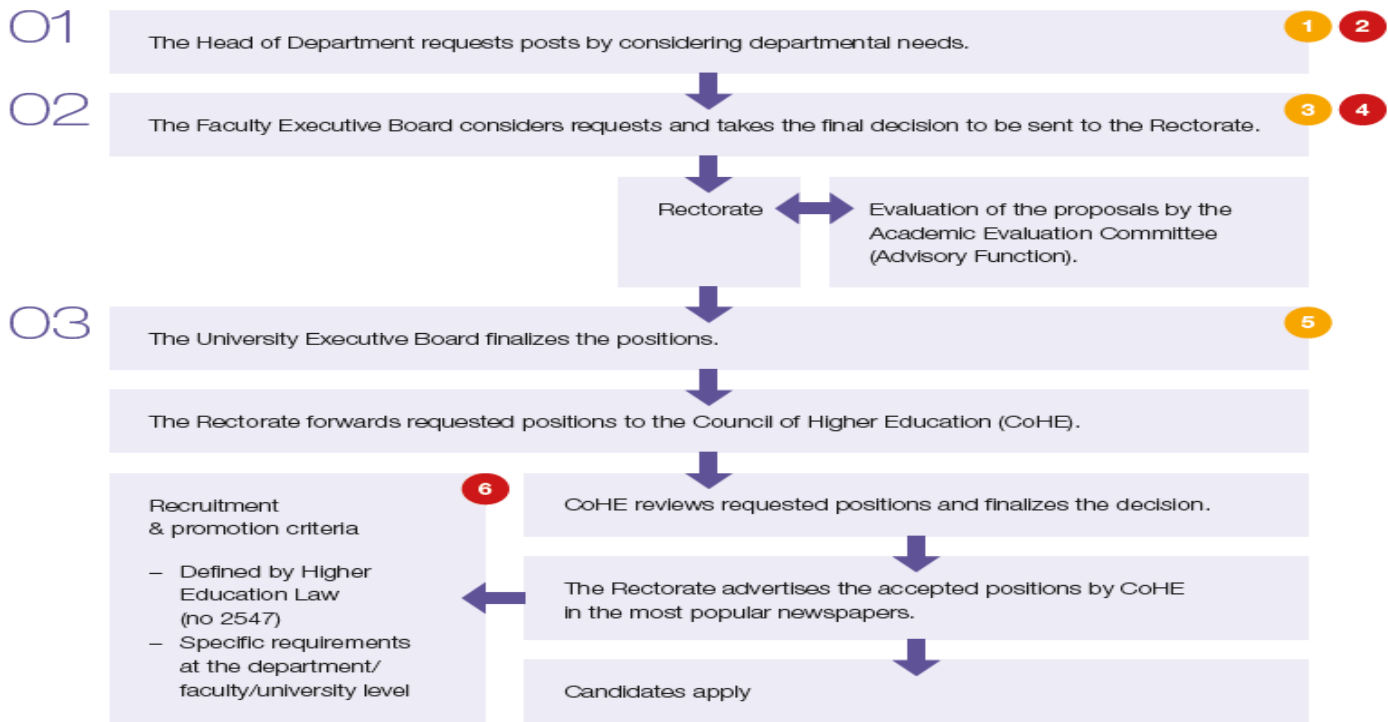
# FESTAs findings:

- Ansættelsesprocesser sikrer *ikke* fair bedømmelse og udvælgelse (ikke overraskende – er velbeskrevet og dokumenteret i litteraturen)
- To slags bias kryber ind:
  - Criterial bias
  - Procedural bias

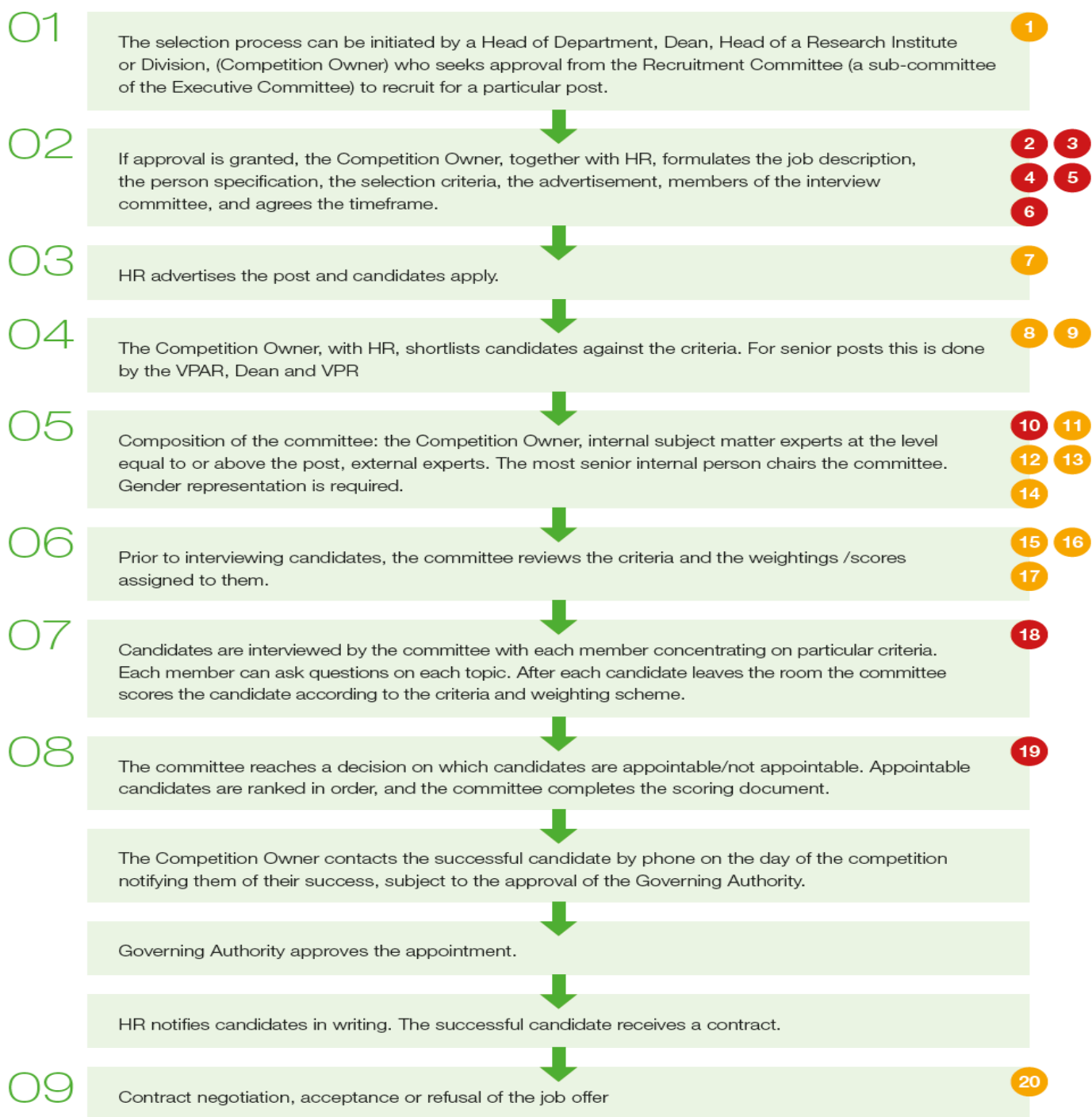
# FBK, Italien



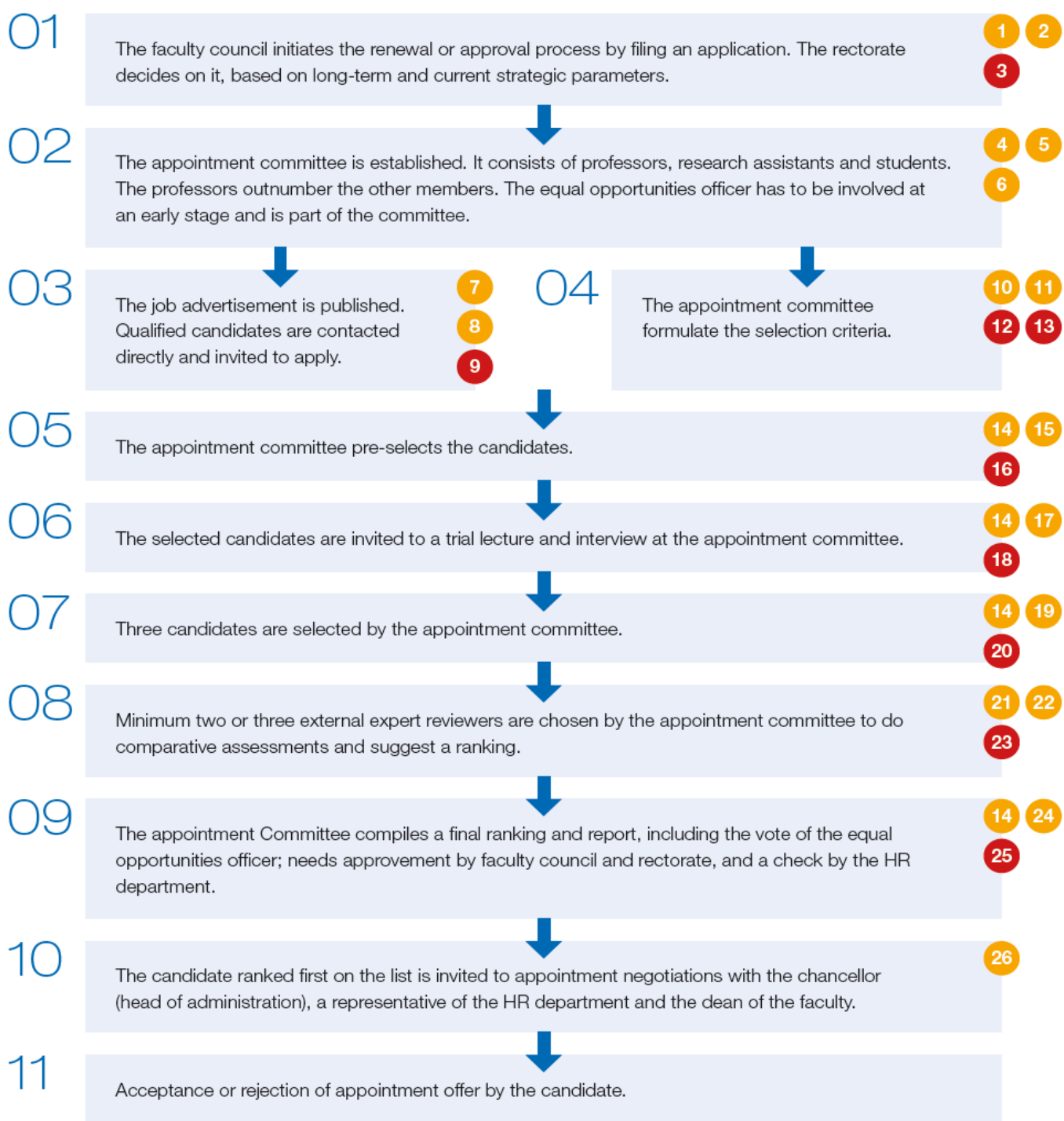
# ITU, Tyrkiet



# UL, Ireland



# RWTH Aachen, Tyskland





# SWU, Bulgarien



# 'Criterial biases'

- Er velkendte – og relaterer sig til *hvad* ansøgere bliver bedømt ud fra
  - Sprog og ordvalg i 'letters of reference' og jobopslag
  - Faglige kriterier – international mobilitet, publikationer, bevillinger og priser, deltagelse i konferencer, netværk, samarbejde, alder, 'soft skills'
  - Familieforhold
  - Oplevelse af 'fit'

# 'Procedural biases'

- Relaterer sig til selve rekrutteringsprocessen – *hvordan* bedømmelsen kommer i stand. Procedural biases kan forekomme i alle stadier
  - Hvilke stillinger slås op, hvorfor – og af hvem
  - Hvor og hvordan stillingen annonceres
  - Hvor og hvordan kandidater opfordres til at søge
  - Sammensætning af udvalget – og deres indbyrdes afhængighed
  - Løbende ændring af udvælgelseskriterierne – og deres indbyrdes vægtning
  - Rammer for interviews og evt. forelæsning og social omgang
  - Løn- og vilkårsforhandling

## Uddybende beskrivelse af bias

03

### Advertisement and recruitment

The advertisement is only spread in a small part of the scientific community.

Female scientists are less often contacted directly and encouraged to apply.

The active recruitment of scientists can be biased by a person's fit in the scientific community. This means that mutual recognition in networks and shared rules and behaviors (illusio) can influence the criteria used to identify who should be recruited actively.

04

### Formulation of the selection criteria

The criteria are defined in a way that only one candidate or very few potential applicants can meet them.

## Anbefalinger til at imødegå bias

7

To post the advertisement in relevant newspapers, journals, mailing lists or newsletters of expert societies or special networks of female scientists etc. ensures a greater publicity.

8

Active recruitment can take place to identify possible female applicants by using public databases like "femconsult" in Germany. Further possibilities would be to ask scientists from different institutions or from expert societies. Explicitly encourage women to apply. An internal recruiter or external agencies could be asked for support at some universities. Guidelines could ensure systematic active recruitment.

The university's commitment to recruit female scientists should be pointed out in the advertisement.

9

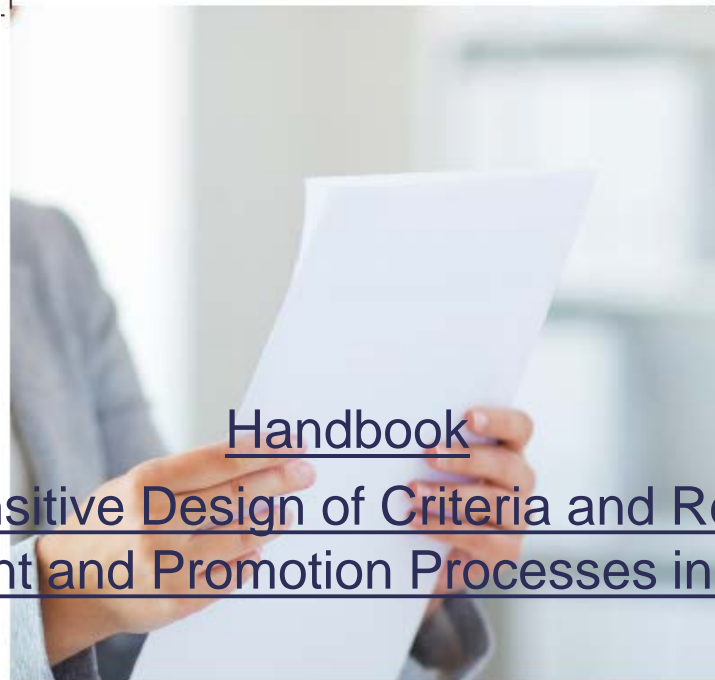
The committee should try to identify more scientists who meet the criteria but have less well established networks. If other scientists or expert societies are asked to identify possible candidates, the committee should explicitly ask them to identify not only the especially wellknown scientists.

10

The committee could consider if there is a significant number of female and male scientists who could meet the criteria. It could also consider if all criteria are appropriate.

# Andre anbefalinger til at imødegå bias

- Obligatorisk og jævnlig træning i countering af biases
- Anonymisering af så meget af bedømmelsesprocessen som muligt
- Omhu med at definere udvælgelseskriterier – og kun ændringer efter nøje overvejelse
- Generelt undlad at forhaste processen
- Opmærksomhed på fokus og ordvalg – i opslag, under interviews, i anbefalinger og kvalificeringer
- Arbejd intensivt og vedholdende for at etablere og kontinuerligt forny 'a culture of inclusion and transparency'



# Handbook Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia

## Handbook

Gender-sensitive Design of Criteria and Recruitment,  
Appointment and Promotion Processes in Academia



# Udpluk: ressourcer vedr. gender bias og science

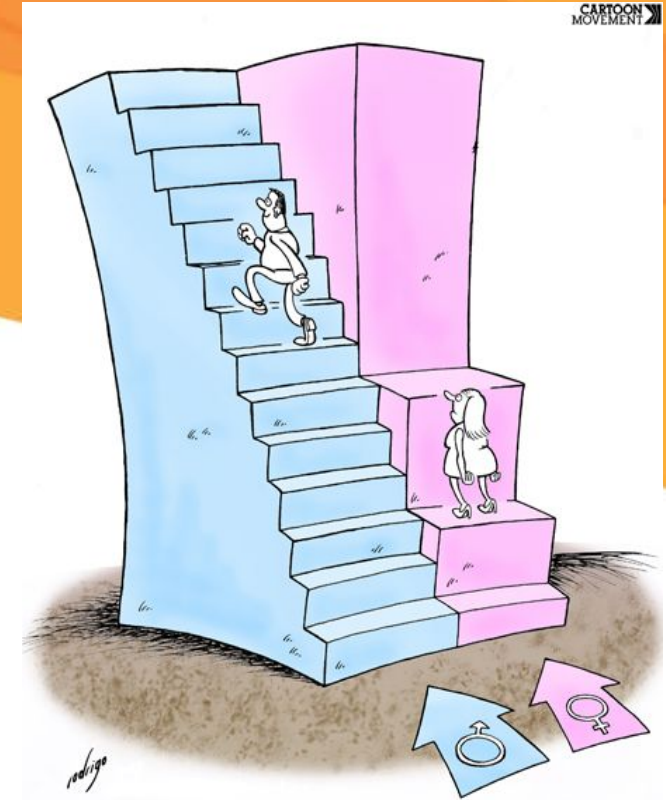
- [www.chemicalimbalance.ed.ac.uk/](http://www.chemicalimbalance.ed.ac.uk/)
- [www.sheffield.ac.uk/philosophy/research/implicit-bias-jennifer-saul-tackling-gender-bias-academia](http://www.sheffield.ac.uk/philosophy/research/implicit-bias-jennifer-saul-tackling-gender-bias-academia)
- [gender.stanford.edu/people/caroline-simard](http://gender.stanford.edu/people/caroline-simard)
- [www.youtube.com/watch?v=epALi4ET3PY](http://www.youtube.com/watch?v=epALi4ET3PY)
- [www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/](http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/)
- <https://implicit.harvard.edu/implicit/>
- <https://www.closesthegap.org.uk/>
- <http://eige.europa.eu/gender-mainstreaming/tools-methods/GEAR/examples>
- <https://genderedinnovations.stanford.edu/>
- <http://ec.europa.eu/research/swafs/index.cfm>
- [http://kjonnsforskning.no/sites/kilden.forskningsradet.no/files/Rapport\\_Gender-net\\_2-8-v3.pdf](http://kjonnsforskning.no/sites/kilden.forskningsradet.no/files/Rapport_Gender-net_2-8-v3.pdf)
- <http://kifinfo.no/nb/content/komite-kjonnsbalanse-og-mangfold-i-forskning-kif>
- <https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-016-0126-z>







# FESTA



## Individual Awareness Raising



# Context & methodology

- 4 partnere involveret i arbejdspakken: SDU, UL, ITU, SWU
- Vi har været optaget af den måde, gender påvirker mænd og kvinders karriere
- Interview med 106 (49k, 57m) forskere på 3 forskellige ansættelsesniveauer om deres karriere til dato og forventninger til fremtiden
- Vi har på den baggrund identificeret barriers, enablers samt impact of gender på en forskerkarriere

## 9 træningsmoduler for yngre forskere

- Analyse af data resulterede i 9 kritiske temaer, der med fordel kan adresseres i starten af en forskerkarriere
- Udviklede 9 træningsmoduler for yngre kvindelige forskere
- Der er i FESTA et explicit fokus på yngre kvindelige forskere, men modulerne kan også med fordel være målrettet mænd – og både i opdelte og blandede grupperinger

## 9 træningsmoduler for yngre forskere

- Career paths and patterns
- Career planning strategy
- Publication strategy
- Academic networking & visibility
- Women & negotiation
- Power & politics – playing the game
- Gender in academia
- Institutional & individual support and your career advancement
- Work-life balance

## 9 træningsmoduler for yngre forskere

- Tilbyder træning med henblik på at empower yngre forskere ved at tilbyde redskaber, der kan medvirke til at fremme deres forskerkarriere
- Formålet med modulerne er, at give deltagerne et rum til systematisk at reflektere over og udvikle en strategi for deres karriere
- Modulerne kan anvendes individuelt. Den samlede pakke med de 9 moduler kommer dog hele vejen omkring vigtige aspekter ved en forskerkarriere

## 9 træningsmoduler for yngre forskere

- Det udviklede materiale omfatter ni moduler, der hver er opbygget som en 3 timers workshop
- Materialet indeholder for hvert modul en detaljeret drejebog, information om facilitering af workshoppen, beskrivelser og handouts med øvelser, relevante ppt-præsentationer samt andet relevant materiale, herunder citater fra interviewene
- Det særlige ved dette materiale er, at det baserer sig på interviews med 106 forskere i kombination med gender-aspektet ved en forskerkarriere
- Alle 4 partnere (+ UU) implementerede modulet Academic Networking & Visibility

## Master plan

Below you find the outline of a workshop on Academic Networking & Visibility. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Academic Networking & Visibility " <ul style="list-style-type: none"> <li>• Why network?</li> <li>• Where do I start?</li> <li>• Face-to-face networking</li> <li>• Electronic networking</li> <li>• Using your contacts</li> <li>• Networking with the "wrong ones"</li> <li>• FESTA findings</li> </ul>	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module  Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)	Facilitator
10.05	Plenum discussion: what is a good networker?	Spiral/round  Participants reflect on: what is a good networker?	
10.20	Exercise 1: Your existing networks  Identify persons you rely on in reaching your goals: <ul style="list-style-type: none"> <li>• Professional and strategic support network</li> <li>• Your inner circle</li> <li>• Strong and weak relations</li> <li>• Active and passive contacts</li> </ul>	One-on-one  Handout + pen.  Each participant reflects and draw own network.	

**HANDOUT*****Academic Networking & Visibility******Exercise 4: Self-reflection***

Use the post-it notes from the previous exercise and feel free to be inspired by inputs from previous exercises.

Based on post-it inputs from the 2 observers, write a short 3-5 minutes presentation of yourself.

Then:

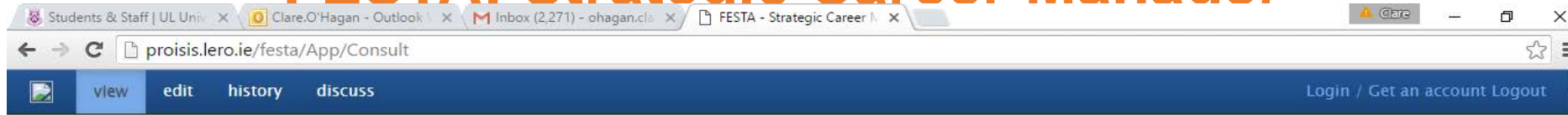
1. Link these skills to three of your biggest strengths
2. How does the feedback (the post-its) give you input on how to increase your visibility and expand your network and how to overcome obstacles and resistance?
3. Prepare a self-presentation as if you were someone else recommending you (be proud and use positive words)
  - How do you present yourself when networking?
  - How do you stand out?
  - How will you be remembered?
4. Practice presenting yourself with confidence



# FESTA: Strategic Career Manager

- FESTA Strategic Career Manager (SCM) er et webbaseret “decision support system” for yngre forskere, hvori man kan generere sin personlige karriereprofil og blive guided omkring strategiske karrierebeslutninger
- Dette system er også baseret på det indsamlede FESTA materiale og heri kan citater, anbefalinger, strategiske overvejelser også findes
- SCM og træningsmodulerne er udviklet til at supplere hinanden

# FESTA: Strategic Career Manager



## Site

- Front page
- All pages
- Categories
- FESTA SCM
- New page (create)
- Random page
- Recent activity
- Upload a file
- UsersGuide
- Help

Search

Go

## This page

- Raw page source

## Strategic Career Manager – Consultation

### Career Profile

#### Career Stage Interview

Career level: 2

Degree level: Yes

Research Fame: 2

Availability: 1

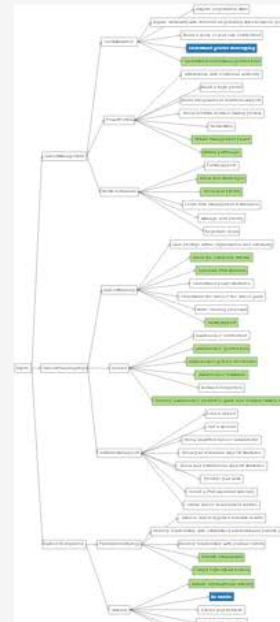
Teaching level: 2

Teaching duration: 2

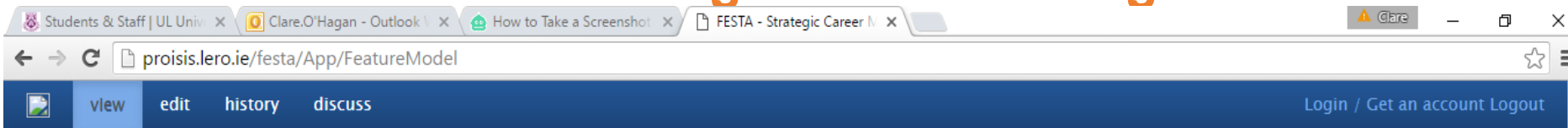
Publication strategy: No

Network Visibility: 1

### Recommendations



# FESTA: Strategic Career Manager



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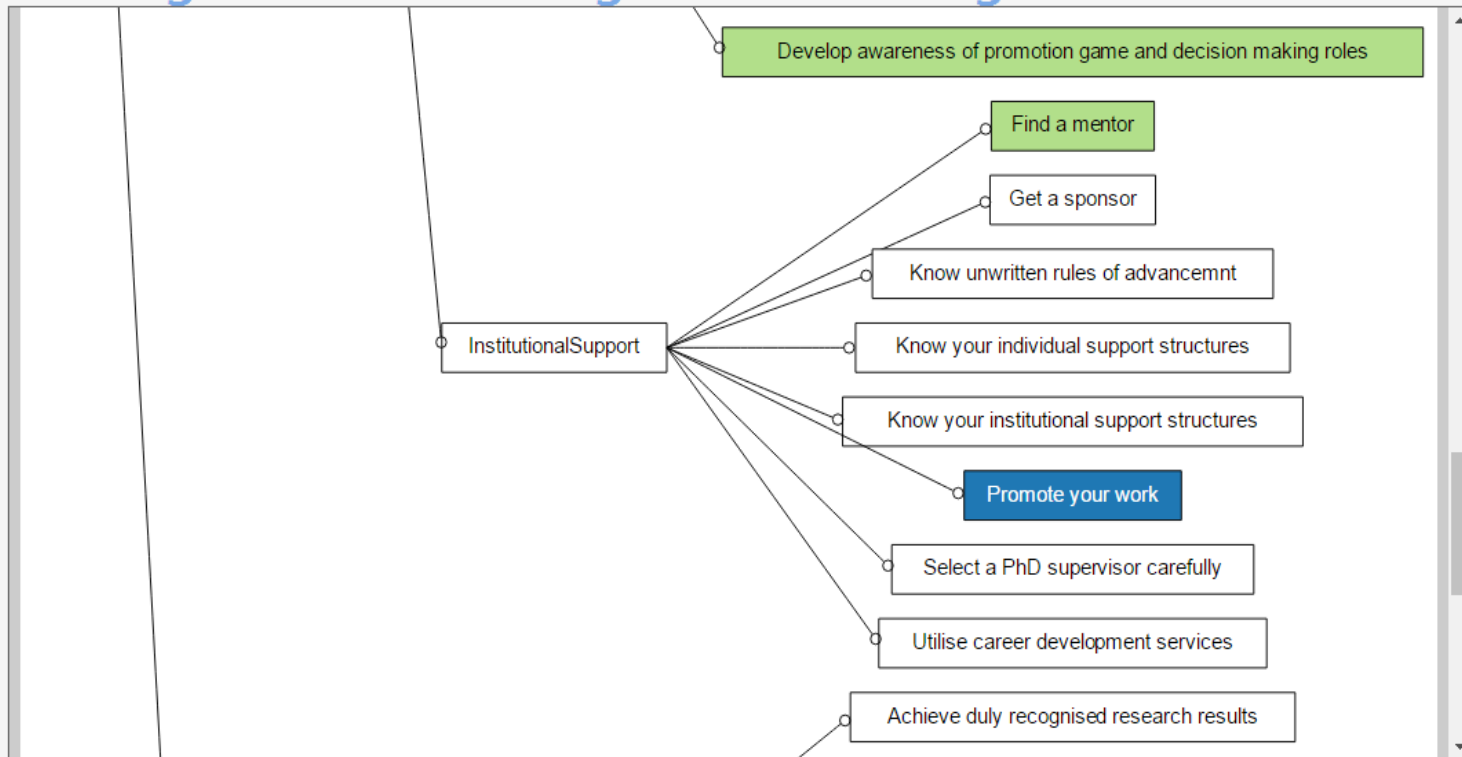
Search

Go

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- Printable version

## Strategic Career Manager – Knowledge Base



The knowledge base is organized as a Feature Model of software process patterns.

## Promote your work

### Importance 14

#### What

Promote your work

#### Why

International visibility is of crucial importance for a research career. Your sense of entitlement influences all aspects of your life in academia: how you network, how you negotiate, how you discover opportunities, how you collaborate

#### Evidence/Proof

'It is prerogative for career progression that you are invited for scientific meetings and present your own research' (female researcher FESTA project, 2014). Valian argues that to be successful in academia, and in other areas, it is important to negotiate effectively. To do that, 'one must have a feeling of (at least moderate) entitlement; but women tend to be low in entitlement and men tend to be high' (Valian 2005:205). Valian, V. (2005) 'Beyond Gender Schemas: Improving the Advancement of Women in Academia.' *Hypatia*. 20 (3) 198 - 213.

#### Ways to get it

1. Present papers at conferences
2. Become an invited Keynote Speaker
3. Publish in International Journals
4. Find a body and promote each other
5. Develop your sense of entitlement

**Related Patterns:** [Build a high profile](#) . [Awareness of Entitlement](#)

# Output

- 9 FESTA træningsmoduler
- Workshops for ph.d. studerende og yngre forskere i de 4+1 partnerlande
- FESTA Strategic Career Manager (bedst at åbne fra google chrome)
- Rapporter og artikler



# FESTA



## Gender sensitive PhD supervision

# Context

- 6 partnere involveret i denne arbejds pakke; UU, SDU, RWTH, UL, FBK, SWU
- Et stigende antal internationale undersøgelser viser, at kvinder i STEM har flere negative oplevelser i løbet af deres ph.d. forløb end deres mandlige kolleger
- Vi har været optaget af måden hvorpå gender påvirker ph.d. -vejledningen samt at minimere den negative effekt heraf

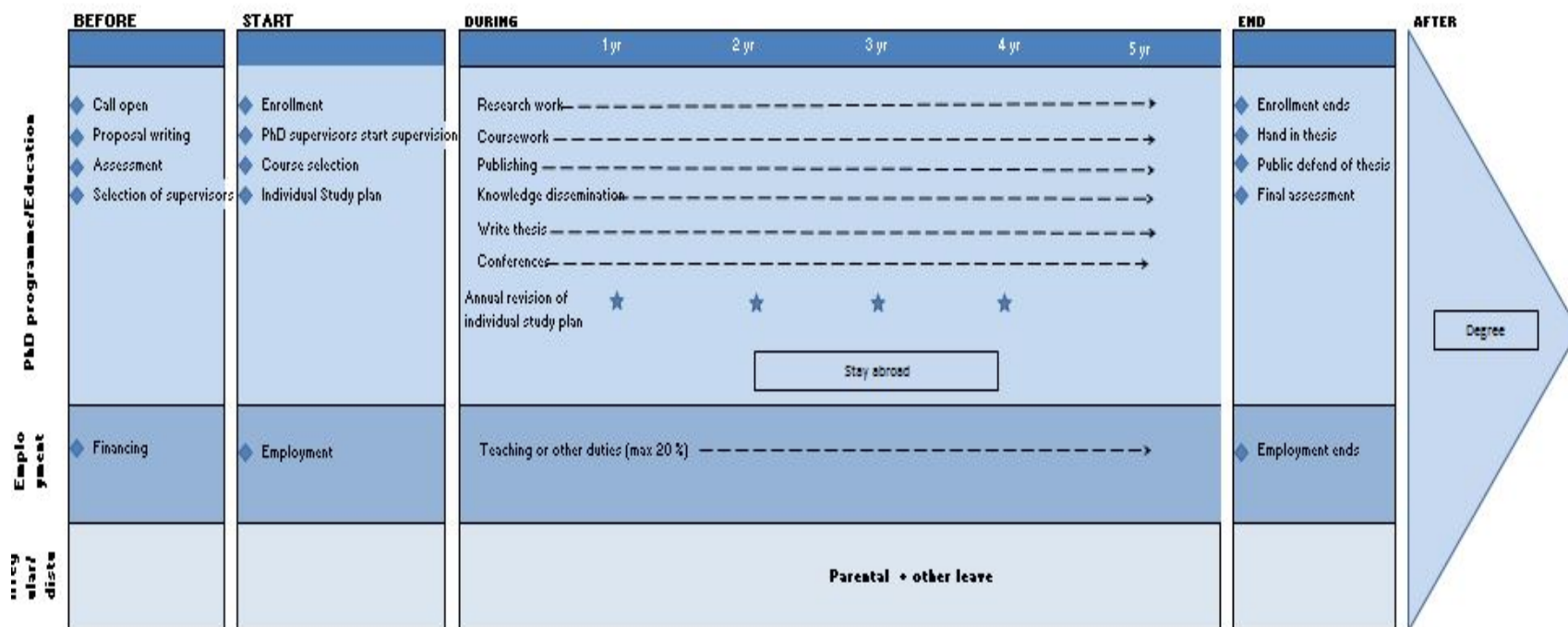


# Methodology

- Kortlagde ph.d.-vejledningsprocessen på hver partnerinstitution
- Afholdt studiekredse og workshops for ph.d.-vejledere henover et år – hvor formålet dels var at drøfte gender aspekter ved ph.d.-vejledning, om forløbet var gendered eller opfattes som gendered og dels at identificere særlige udfordringer ud fra deltagernes praksis
- Indsamlede empiri fra studiekredse, workshops og fokusgruppeinterviews med ph.d. studerende og vejledere og det danner baggrund for alle tools og anbefalinger
- Respondenterne omfatter 117 personer (70 kvinder/47 mænd): 63 ph.d.-vejledere (34F/29M) og 54 ph.d.-studerende (36F/18M) i de 6 partnerinstitutioner (70 kvinder/47 mænd)

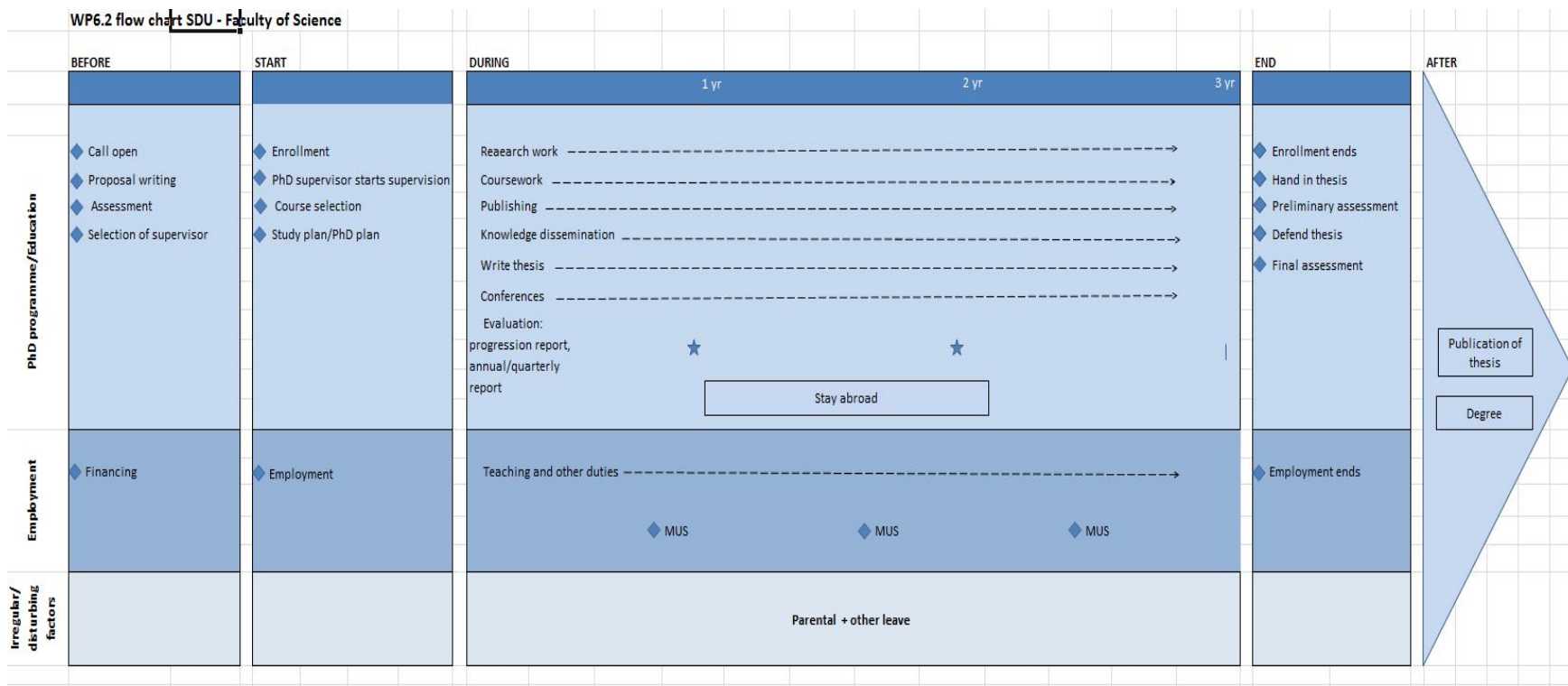
# Uppsala University

WP6.2 flow chart UU

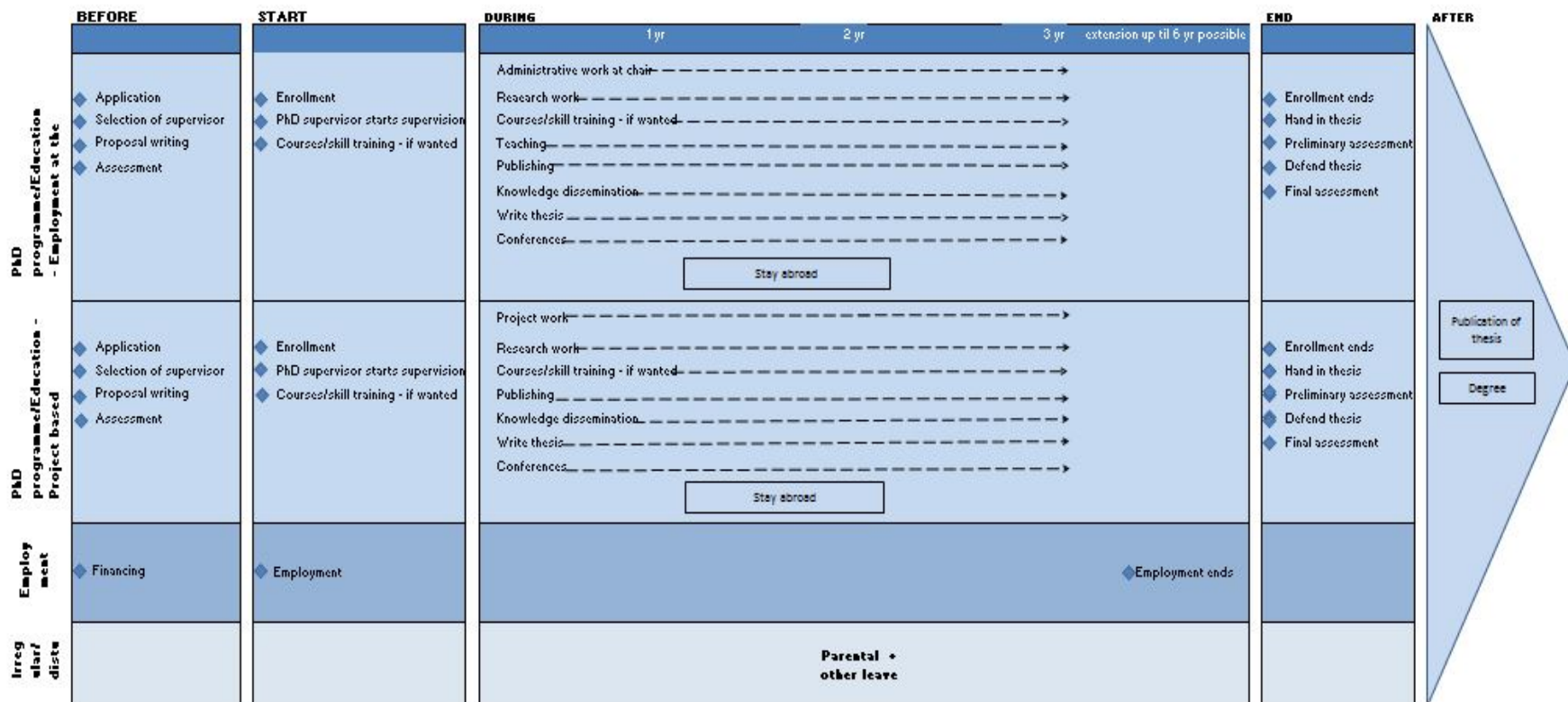


# University of Southern Denmark

WP6.2 flow chart SDU - Faculty of Science

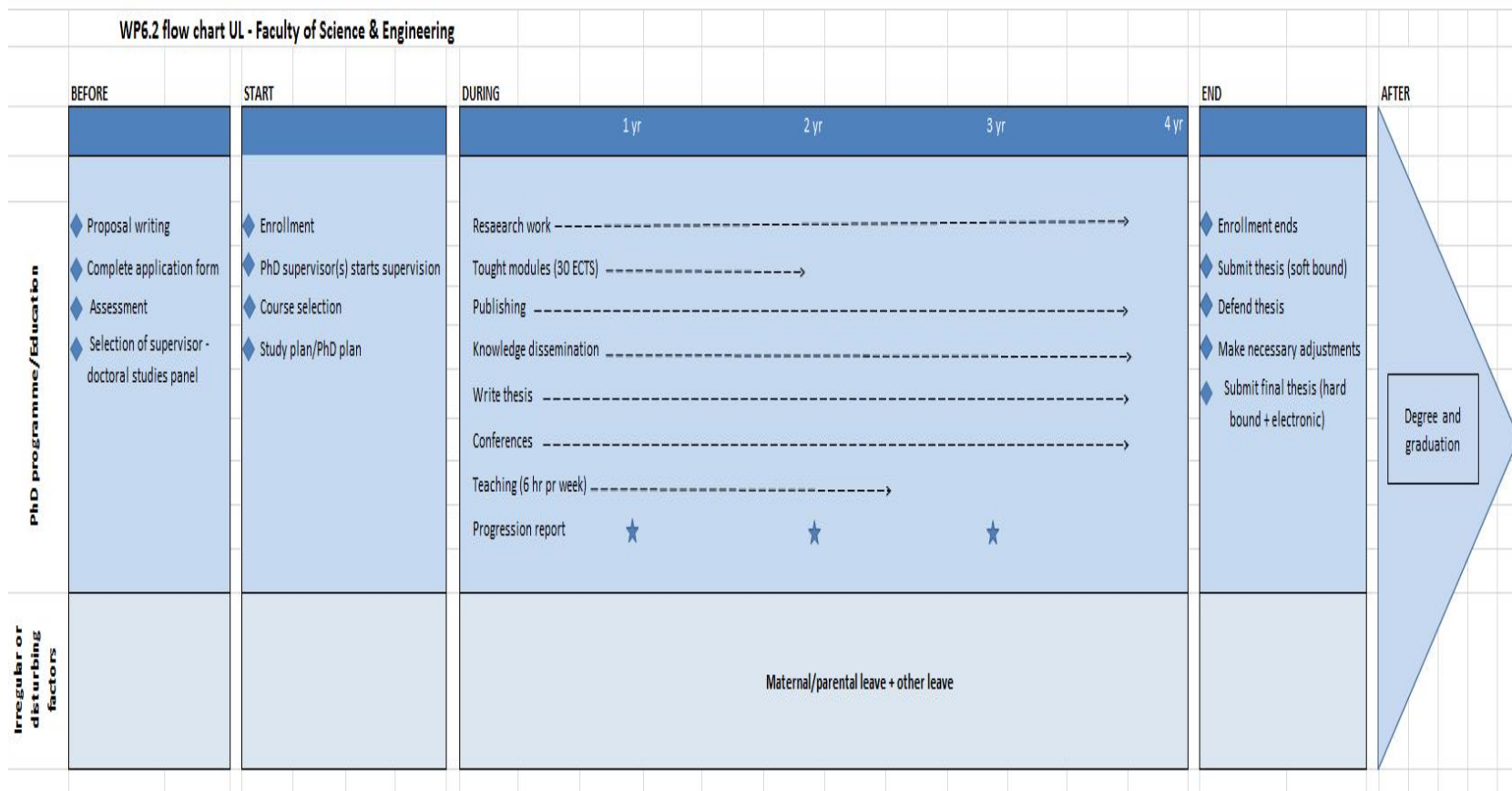


# RWTH Aachen University



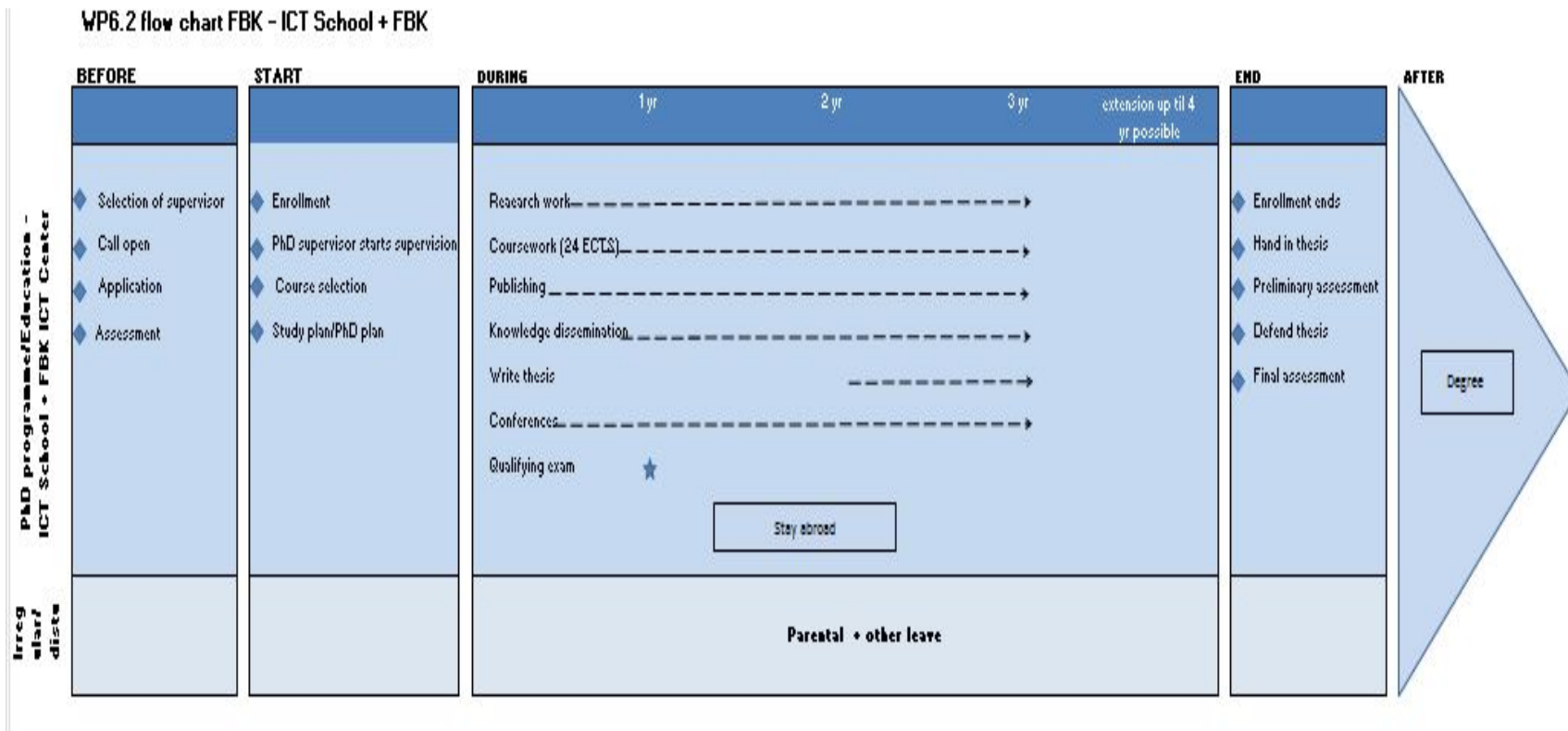
# University of Limerick

WP6.2 flow chart UL - Faculty of Science & Engineering



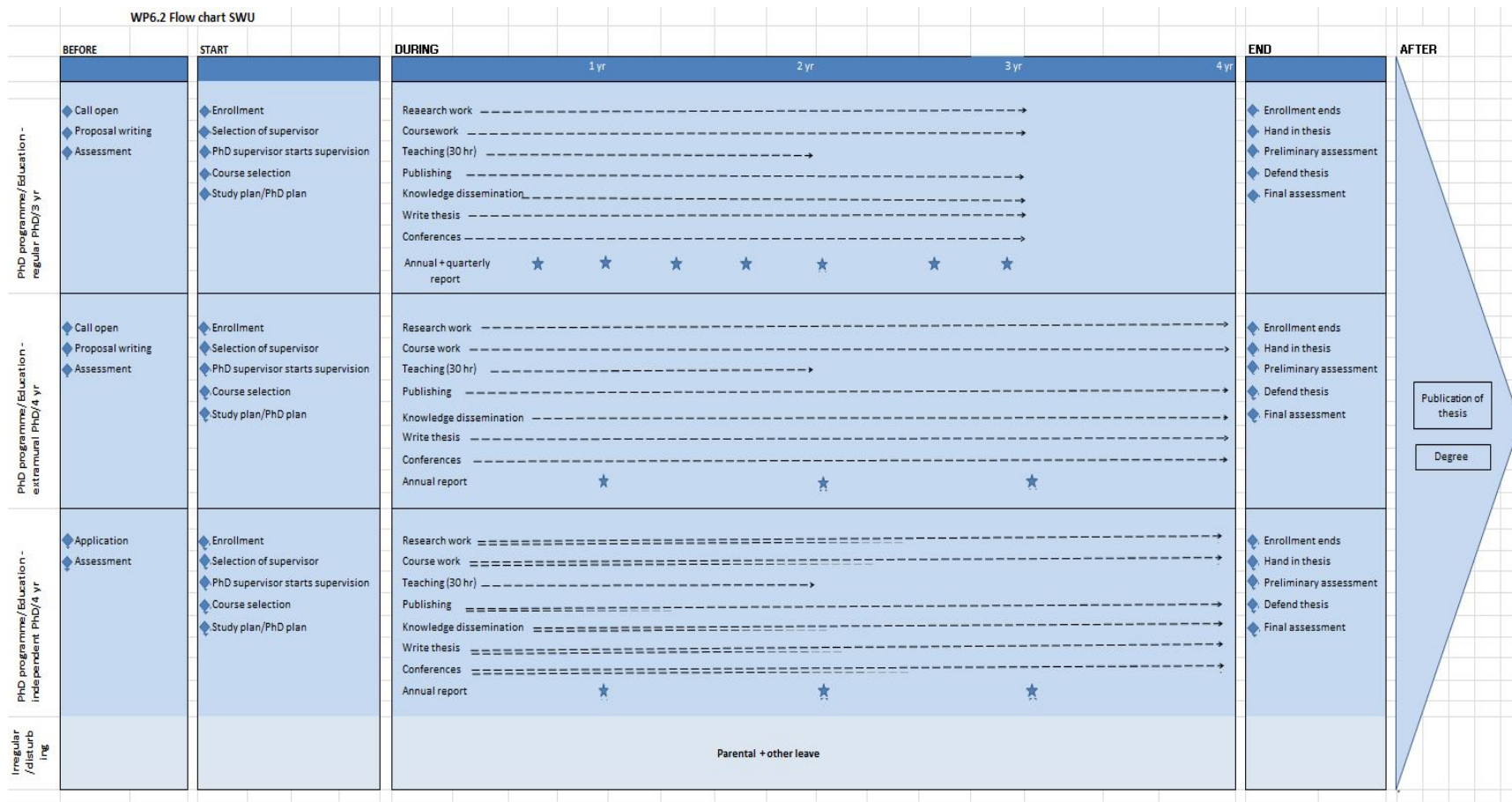
# Fondazione Bruno Kessler

WP6.2 flow chart FBK - ICT School + FBK



# South-West University

WP6.2 Flow chart SWU



# Toolkit

- Vi har udviklet et webtool, FESTAs gender-phd-supervisor-toolkit, der sigter mod at gøre ph.d.-vejledningen mere gender-aware ved at tilbyde værktøjer og anbefalinger, der skaber en øget opmærksomhed, samt giver de ph.d.-studerende et overblik over deres ph.d. forløb.
- Det er en "how-to", "hands-on" guide til mere kønsbevidst ph.d.-vejledning- ikke en 'one size fits all' tilgang, men vi tilbyder ideer og måder til gender sensitive vejledning af ph.d. studerende, der igen bidrager til en mere inkluderende vejledningskultur.



# Webtool: <http://www.festatool.eu>

**FESTA** Home Tools Partners Resources About Contact

## GENDER SENSITIVE PHD-SUPERVISION TOOLKIT

**GENDER SENSITIVE PHD SUPERVISION TOOLKIT – WHAT?**

The objective of this Toolkit is to create awareness of the way gender affects supervisory relationships and to minimize the negative effect of gendered interactional patterns. There is a growing body of international evidence which demonstrates that women within STEM have more negative experiences of PhD education and consequently are more likely to leave academia. This loss of talent represents a cost in terms of lost research and innovation and maintains the male dominated culture in STEM. This Toolkit aims to enhance high quality in supervision by offering approaches and tools which will create gender awareness, enhance learning and support students to navigate the PhD journey in a supportive environment.

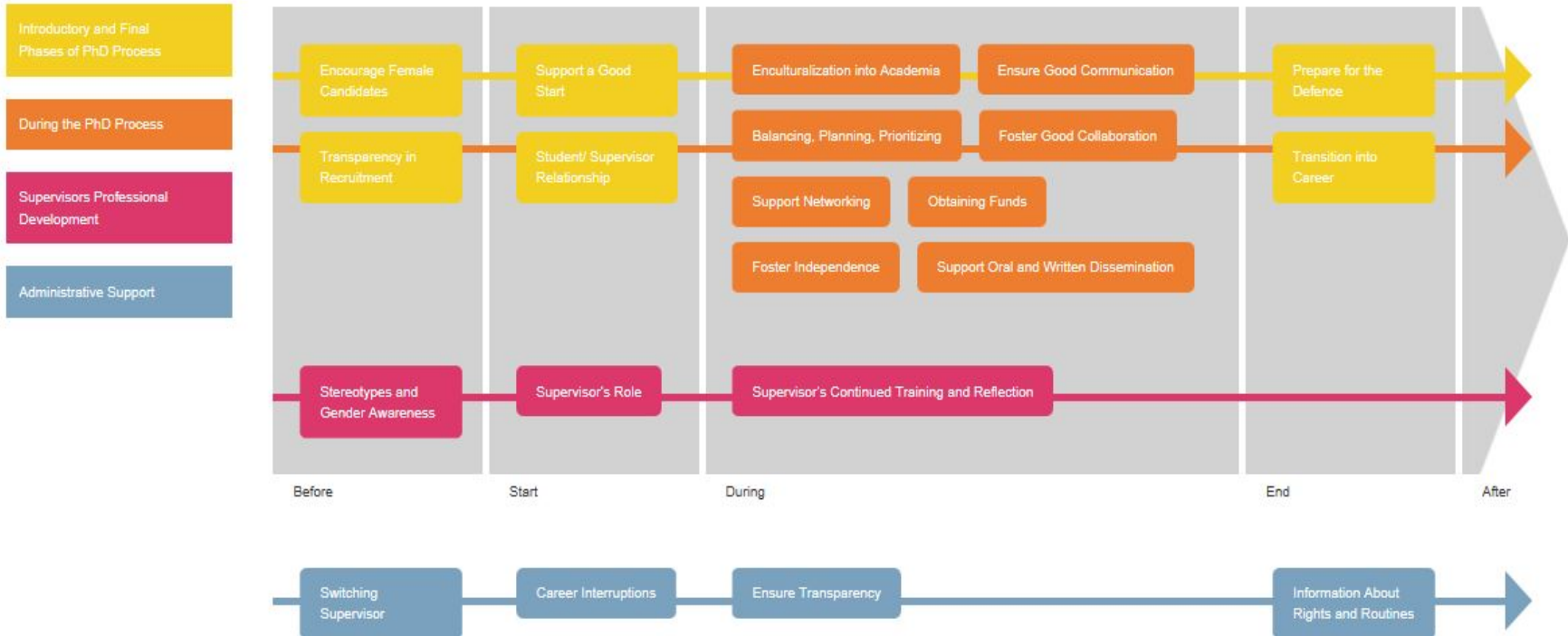
There are many aspects and stages in the PhD supervision process: the research task; enculturation to academia; development of critical thinking; independence and the Supervisor/student relationship. We address several of the aspects which arise during the PhD programme and we offer recommendations for good practice. Gender issues can arise at any or all of the stages of a PhD. Addressing any one kind of bias contributes to a culture which challenges all kinds of bias and creates an inclusive learning culture. Many of the recommendations in the toolkit will benefit both women and men because they describe effective and high quality supervision practices.

**GENDER SENSITIVE PHD SUPERVISION TOOLKIT – WHY?**

PhD education is a crucial period for young academics, it is their introduction to academic life and their decision to pursue an academic career is made during this critical period. PhD education is also crucial for universities, it represents an important contribution to a university's research output and funding.

# Webtool: <http://www.festatool.eu>

Click on a tool and scroll down to read examples and recommendations



# Tool: Support a good start

## Support a good start

### What

A PhD is very different from Bachelor and Master Programs. Many PhD students work in isolation for much of the time. Departments are responsible for ensuring candidates make a good start, by providing good working conditions in an attractive and inclusive environment, both academically and socially. Supervision should be seen as the total oversight by the institution of a PhD student's progress and broad academic development.

### Why? – Gender perspective

The supervisor offers advice, and guides the student to successful and timely completion of the thesis. This is likely to be more prescriptive and directive in the early part of the PhD career.

A good working relationship should exist between supervisor and student, with the supervisor providing encouragement, personal support and guidance at all stages and for all different PhD students (male, female, foreign PhD students and other forms of diversity).

### Recommendations for good practice

#### *Examples from different national practices*

To support new PhD students at their arrival, one FESTA partner organizes "welcome days" during which a third-year PHD student explains to the newcomers the activities that must be performed during the program. A lot of support is offered by the welcome office which helps new PhD students with bureaucratic procedures (visa, permit), and to find an accommodation for the first year.

#### *Providing useful information (as link to B4: Clear information about rights and routines)*

Interviews with PHD students conducted by one FESTA partner showed that an important aspect is to provide useful information to PhD students when they start the doctorate. This is important because PhD students are frequently coming to an organization which is different from the University where they got their master's degree and many details which they previously took for granted are no longer relevant. This information may be provided by various actors involved in the doctorate, who can be grouped at two levels: The Supervisory Level and the Institutional Level.

Supervisory level: the supervisor is the person with whom the PhD student interacts most frequently during the doctorate period. The information may be concerned with:

- Expectations of the supervisor about the PhD student's achievements;
- The way the supervisor would like the PhD student to carry out the assigned activities;
- The goals that the PhD student should aim to achieve, by specifying the period of time (e.g.: writing their first article within six months from the start of doctorate).

# Tool: Support a good start

Several supervisors suggest that it would be helpful to collect this information in an official document that both the supervisors and the PhD students would sign before the doctorate starts. This document will protect both the student and the supervisor, if the agreed rules will be not respected.

Institutional level: by the administration, because they can provide information on administrative and organizational aspects of the organization hosting the student/offering the grant. The information may include:

- Introduction about the PHD programme structure and list the main milestones
- Information about department / lab/ research unit the PHD student will work at
- Rights and duties, responsibilities
- PhD school management roles (e.g. director, committee of professors)

A request that emerged from some interviews with PhD students in one FESTA partner is the set-up of a support office where students can go to ask different kinds of information about the doctorate (a sort of mentoring service). The people offering this "service" should have contacts and know the PhD students and the supervisors as well. In this way they can give accurate information, according to past experiences, about what the supervisors expect from the students, how it would be better to deal with them, and to have timely and accurate information about the PhD program. One example might be support structures to facilitate a PhD student when motherhood and PhD studies need to be reconciled.

## *Allowing a transitional period*

For most PhD students, the employment for PhD is their first "regular" employment, so they need support in becoming a professional researcher. Supervisors should keep in mind that PhD students have to learn what working as a professional researcher means. Stating clearly that this is one of the learning targets for the first phase, makes expectations clear for both the supervisor and the student. Examples are:

- Management of literature
- Working in laboratory, including preparation and follow-up work
- Scientific writing
- Team work and independent working
- Other aspects you will find within this online-tool

Sometimes potential PhD students work as undergraduate student assistants on topics that might serve as a basis for a PhD. For a smooth transition it is necessary to clarify explicitly what PhD supervisors expect from a student assistant who wants to do a PhD to avoid frustrations on both sides.

The transition from being a student assistant to PhD student changes roles for both sides. This should be explicitly talked about in the beginning and the roles of PhD student and PhD supervisor should be clarified.

## *Addressing students' specific needs*

Each PhD student has individual needs. They derive from individual circumstances such as culture, age, lifestyle, and family status, physical or psychological limitations. Some may affect the organization of work. Supervisors should explicitly ask about students' needs and take them into account. Examples are:

# Tool: Support a good start

- Do PhD students have parental duties or responsibility to take care of the elderly?
- Is there a need for flexibility in time or location? How can this be arranged?
- Is there a need for assistance, e.g. in the case of disabilities?

Unwritten rules on behavior or scientific ethics can differ between countries or even universities within one country. New PhD students may not be familiar with these rules and ethics and may need some explanation. PhD students who differ in some respect/have a minority status within the department/team may benefit from contact with other researchers who can serve as role models. Inform the PhD student about existing supportive networks like mentorship programmes.

## *Examples from different national practices*

One institute cluster at another FESTA partner has designed a PhD process with a one year starting phase. In the first year, PhD students “familiarize themselves with the research at the institute and are integrated into teaching, ongoing project work and acquisition of external funding. At the end of this phase they settle for a topic area close to research projects, which they are working on, and know the relevant scientific “state of the art”. The final confirmation of academic supervision is coupled with a contract extension for two more years and is given after [a 2.5 days] dissertation tour.” ([https://www.ima-zlw-ifu.rwth-aachen.de/en/careers/doctorate\\_process.html](https://www.ima-zlw-ifu.rwth-aachen.de/en/careers/doctorate_process.html)).

## **From literature and other sources**

From the beginning of a project, a supervisor can help a student to understand the significance of what she or he is doing - and frequently reaffirm that significance as the work progresses (Baldwin, 1999).

James, R. & Baldwin, G. 1999, Eleven practices of effective postgraduate supervisors, University of Melbourne, Victoria.

## **Other useful resources**

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, Cryer, P. (1996). *The research student's guide to success*. Buckingham: Open University Press.

Yeatman, A. (1995). Making supervision relationships accountable. In: A. Lee, A & B. Grenn (Eds.) *Postgraduate studies postgraduate pedagogy*. The University of Sydney, Centre for Language and literacy.

Moses, Ingrid (1989): *Barriers to Women's Participation as Postgraduate Students*. (AGPS, Canberra).

<https://www.youtube.com/watch?v=E-1IJJ6qJOg>

<https://www.youtube.com/watch?v=G3SPukl41bQ>







Are you lonely?

Tired of working on your own?  
Do you hate making decisions?

**HOLD A MEETING!**

*You can –*

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

All on company time!



**MEETINGS**

THE PRACTICAL ALTERNATIVE TO WORK

# FESTA

## Interactional patterns – improving meeting culture



# Improving meeting culture og Gender

- Formål: at minimere negative virkninger af 'gendered' interaktionsmønstre ved at strukturere formelle og uformelle møder baseret på samarbejde og forhandling frem for traditionel akademisk positioneren med dets negative implikationer for et ligestillet arbejdsmiljø
- Gender bias forstås som et særligt tilfælde af en generel diskriminatorisk dynamik, der er slagsiden af den konkurrence, rivalisering og eksklusion, der er kendetegnende for akademiske miljøer



Systematisk, struktureret anvendelse af hands-on, praktiske og velafprøvede metoder og tilgange til mødeledelse kan udfordre og omgå skævvridende dynamikker

Disse metoder og tilgange omfatter fx at

- Facilitere åben og konstruktiv kommunikation
- Være vågen og opmærksom over for subtile måder at tildele og fratage stemme, indflydelse og synlighed
- Håndtere subgrupperinger - både dominerende og underdanige
- Anvende tilgange som på utvungne måder tillader gruppen at finde frem til en fælles platform på tværs af forskelle og uenigheder for at kunne håndtere komplekse problemstillinger og træffe beslutninger ud fra den bredest mulige sammensætning af interesser og hensyn

- 3 partnere involveret: SDU, UU, SWU
- Aktiviteter omfattede:
  - Afholdelse af faciliteringstræning for erfarne mødeledere
  - Feedback/supervision/opfølgning på træningen
  - Opfølgning på impact: e-survey og mini-interviews
- 78 deltagere til faciliteringstræning

# Toolkit og Handbook

- Toolkit med materiale fra kurser og e-surveyspørgsmål
- Handbook: FESTA's facilitators' guide to gender aware meeting practices (under udarbejdelse)

- Et eksempel på nogle af de teknikker, vi brugte i faciliteringstræningen, udviklet på UU uafhængigt af FESTA:

## Master suppression techniques and possible counterstrategies

- Master Suppression Techniques and their counterstrategies can findes i:
  - The FESTA handbook for Organizational Change
  - FESTA's facilitators' guide to gender aware meeting practices (under udarbejdelse)
  - FESTA-report 6.1.1: Improving meeting culture



# Master Suppression Techniques

# Master Suppression Techniques -- and possible countering strategies

1. Treat a person as if she/he is invisible
2. Ridicule
3. Objectifying
4. Withhold information
5. Damn you if you do, damn you if you don't
6. Inflicting guilt and shame

# Making others invisible

- Others do not listen to what you have to say. Instead, they talk among themselves, interrupt you, start leafing through their papers, or simply leave. It might also be the case that someone does not introduce you or does not mention your name when supposed.
- An “invisible person” loses the power of initiative and his/her drive. The person may also suffer loss of professional identity and feel inferior, unimportant and insignificant.



# Making others invisible

## Counter strategies:

- Stop talking if people do not listen
- "Play silly"
- Use humor

## Confirmation techniques:

- Create a climate of mutual respect  
This will inspire respect and indirectly result in your own validation

# Ridiculing people

- Expressed in derogatory jokes or jargon, or in the use of 'labels' that ridicule or belittle a person or a group.
- Often, the person exposed to this treatment has either to laugh along with the others to show that she or he is 'one of the gang', or repay the 'joker' in kind. Those who are either unable or have no desire to join in such generalizing mockery, or lack the energy to do so, easily become outcasts and are labeled 'over-sensitive' or 'lacking a sense of humor'.

# Ridiculing people

## Counter strategies:

- Speak up if jokes are in poor taste
- Display your expertise and avoid the trap of belittlement (or infantilization)
- "Play silly"

## Confirmation techniques:

- Acknowledge and support the people you interact with, treating them like adults, allowing them to feel important
- In meetings, it's good to have a group that reinforces each other's views

# Objectifying

The aim is to attract attention to other than the person's opinions/actions. Choosing to see a person as an object and not a human being with its own will and its own value.

This can involve:

- to interrupt someone with compliments
- to comment on someone's attributes "improperly" or at the "wrong time"

# Objectifying

## Counter strategies:

- Speak out and questioning. Ask the person to explain how the statement was relevant to the situation.

## Confirmation techniques:

- Recognize others for what they are good at and not for their attributes. Speak out if you feel that someone near you is subjected to objectification. Do not laugh at a "bad joke".

# Withhold information

- Information is withheld from an individual or group of individuals at the workplace. This might include decisions taken before an actual meeting, by a few selected people. Perhaps during a lunch or 'at the golf course'.
- There is a considerable risk that a person from whom information is withheld will take the wrong decisions, which in time may damage her or his career prospects. If the aim is to demonstrate to those higher up that the person is incompetent, this is a sophisticated technique.

# Withhold information

## Counter strategies:

- Call attention to the fact that you have not received all the information.
- Demand that deadlines are postponed.
- “Oh, so you’ve already discussed this? That’s great! Now tell me your conclusions, so we can make our decision.”

## Confirmation techniques:

- Share information to those who need it. The guiding principle is transparency.

# Damn you if you do, damn you if you don't

- This technique is slightly less obvious than the others. It is more a case of a culturally driven phenomenon affecting those who are not a part of the norm.
- Typical examples are the difficulty of reconciling different roles. If you're thorough, people say you're fussy, if you're outspoken, they say you're too dominating, and if you're a good listener, you're dismissed as being weak. Women are often accused by those around them – more or less explicitly – of being inadequate mothers if they pursue careers. At the same time, they are thought to lack the necessary commitment at work if they prioritize their home and family first.



# Damn you if you do, damn you if you don't

## Counter strategies:

- Figuring out your own priorities and understanding your own situation will make it easier to deal with the double bind.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

## Confirmation techniques:

- Assume that people always try to do the best they can with regard to their circumstances.

## Blaming and shaming

- Involves making you feel ashamed and guilty for an action, a certain development, or a situation, even though you are not the cause of a certain sequence of events. Related to “Damn you if you do, damn you if you don’t”, and is also somewhat less tangible and harder to define than the three first categories.
- However, blaming someone and putting them to shame can be described as the total sum of the preceding techniques: People who do not receive the information they need become invisibilized, and those who are ridiculed and punished no matter what they do finally have no other choice but to internalize this message and feel guilty and ashamed

# Blaming and shaming

## Counter strategies:

- Make yourself aware that these feelings of guilt and shame are being applied by someone else.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

## Confirmation techniques:

- The opposite route of making people feel ashamed and guilty is to validate them



# FESTAs anbefalinger til SDU

- Kortlægning af rekrutteringsprocesser, iværksættelse af counteractions af ubevidst biases
- Systematisk og jævnlig gender og unconscious bias træning til ledere og seniore VIP og TAP
- Kortlægning af uformelle beslutningsgange og kommunikative processer på afdelinger, institutter, fakulteter → transparens og inkluderende miljøer
- Ledergruppesammensætninger
- Athena SWAN eller lignende til Danmark